

R.E- Knowledge and skills F2

4-5 years

		Knowledge/Skills	Vocabulary	Development Matters Obj.
Autumn 1	I'm Special	<p>I can talk about my home and my family.</p> <p>I ask my friends about their family and what they like to do.</p> <p>I can talk about what I did at the weekend.</p>	<p>Home, school, same, different. me, my, family, special, brother, sister, aunty, uncle</p>	<p>4-5 years F2</p> <p>Talk about members of their immediate family and community.</p> <p>Example - During dedicated talk time, listen to what children say about their family. Share information about your own family, giving children time to ask questions or make comments. Encourage children to share pictures of their family and listen to what they say about the pictures. Using examples from real life and from books, show children how there are many different families.</p> <p>Understand that some places are special to members of their community.</p> <p>Name and explain the purpose of places of worship and places of local importance to the community to children, drawing on their own experiences where possible Take children to places of worship and places of local importance to the community. Invite visitors from different religious and cultural communities into the classroom to share their experiences with children.</p>

				<p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Example - Weave opportunities for children to engage with religious and cultural communities and their practices throughout the curriculum at appropriate times of the year. Help children to begin to build a rich bank of vocabulary with which to describe their own lives and the lives of others.</p>
Autumn 2	Christmas – A special baby	<p>I can talk about what happens at Christmas time in my home.</p> <p>I can talk about special times I have with my family.</p> <p>I can talk about what happens in the Christmas story.</p> <p>I am beginning to understand why Christians celebrate Christmas.</p>	<p>Christmas, stocking, turkey, crackers, presents, gifts, Jesus, Bethlehem, stable, Inn, Manger, three kings, angels, shepherds, star.</p>	<p>Understand that some places are special to members of their community.</p> <p>Name and explain the purpose of places of worship and places of local importance to the community to children, drawing on their own experiences where possible Take children to places of worship and places of local importance to the community. Invite visitors from different religious and cultural communities into the classroom to share their experiences with children.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Example - Weave opportunities for children to engage with religious and cultural communities and their practices throughout the curriculum at appropriate times of the year. Help children to begin to build a rich bank of vocabulary with which to describe their own lives and the lives of others.</p>

<p>Spring 1</p>	<p>Jesus a special person in a special book - Bible Miracles</p>	<p>I know there are special stories about Jesus in the Bible. I can talk about miracles that Jesus performed.</p>	<p>Bible, miracles, Jesus, special.</p>	<p>Understand that some places are special to members of their community. Name and explain the purpose of places of worship and places of local importance to the community to children, drawing on their own experiences where possible Take children to places of worship and places of local importance to the community. Invite visitors from different religious and cultural communities into the classroom to share their experiences with children.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways. Example - Weave opportunities for children to engage with religious and cultural communities and their practices throughout the curriculum at appropriate times of the year. Help children to begin to build a rich bank of vocabulary with which to describe their own lives and the lives of others.</p>
<p>Spring 2</p>	<p>Easter - New life Festivals /traditions</p>	<p>I can talk about what happens at Easter at my home. I know that people celebrate Easter in different / similar ways. I am beginning to talk about the Easter story and why we celebrate Easter.</p>	<p>Easter, eggs, hunt, parade, bonnet, Life, Jesus, cross, alive</p>	<p>Recognise that people have different beliefs and celebrate special times in different ways. Example - Weave opportunities for children to engage with religious and cultural communities and their practices throughout the curriculum at appropriate times of the year. Help children to begin to build a rich bank of vocabulary with which to describe their own lives and the lives of others.</p>

Summer 1	Helping people around us	I can name people in the community who help and talk about their roles. I can talk about the local church and what happens in there.	Church, special, police, fire fighter, vet, teacher, dentist, doctor, Wedding, Christening,	Name and describe people who are familiar to them. Talk about people that the children may have come across within their community, such as the police, the fire service, doctors and teachers. Listen to what children say about their own experiences with people who are familiar to them.
Summer 2	Helping our planet-link to the Creation story. - How can we help look after our sea and land. (keeping our planet tidy)	I am beginning to talk about the story of creation. I can talk about how we can keep our planet tidy.	Planet, tidy, care for, sea, land, rubbish.	Understand that some places are special to members of their community. Name and explain the purpose of places of worship and places of local importance to the community to children, drawing on their own experiences where possible Take children to places of worship and places of local importance to the community. Invite visitors from different religious and cultural communities into the classroom to share their experiences with children.

ELG

People and Communities	Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Talk about the lives of the people around them and their roles in society.
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